DOCUMENT RESUME

ED 395 672 PS 024 206

AUTHOR	Brown, Patricia A., Ed.
TITLE	Competence: News for the CDA Community. 1993.
INSTITUTION	Council for Early Childhood Professional Recognition, Washington, DC.
PUB DATE	93
NOTE	29p.; For 1994 journals, see PS 024 323.
AVAILABLE FROM	Council for Early Childhood Professional Recognition, 1341 G Street, NW, Suite 400, Washington, DC 20005-3105.
PUB TYPE	Journal Articles (080) -- Collected Works - Serials (022)
JOURNAL CIT	Competence; v10 n1-3 Apr-Nov 1993
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Armed Forces; Certification; *Child Caregivers; *Child Development; *Child Development Specialists; Child Rearing; Credentials; Day Care; Early Childhood Education; Elementary Secondary Education; Legislation; Military Personnel; *Professional Development; Training
IDENTIFIERS	Army; CDA; *Child Development Associate; Military Day Care

ABSTRACT

This document contains three issues of Competence, from April, July, and November 1993, Volume 10, 1-3. This newsletter is published by the Council for Early Childhood Professional Recognition, the organization that awards the Child Development Associate (CDA) credential to child caregivers. Each issue focuses on aspects and concerns involving CDA, including breaking news and a column from the Executive Director of the Council for Early Childhood Professional Recognition. The April issue focuses on the Army Child Development Services and CDA, with a cover story, "Quality Programs in Child Care Link Army Child Development Services and CDA Program." Other articles cover army caregivers and CDA training and credentialing. The July issue includes information on the award of the 50,000th CDA credential. The November issue focuses on the military and CDA, featuring articles such as "CDA Shares Personal Tales of Triumph" (Terri Fuller) and "Military Child Care Act Paves Way for CDA-Based Training." (BGC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
C. B. Phillips
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

ED 395 672

COMPETENCE

News for the CDA Community

Volume 10, Number 1 **April 1993**

IN THIS ISSUE

Army CDS/CDA Link	1-2
Army CDS Progress	3
Army Caregivers *Fort Richardson*	4-5
Army Caregivers - *Fort Lewis*	5-6
Army Caregivers - *Germany*	7-9
Executive Director Speaks	9
CDA Facts: What You Should Know	10-12

Competence is published three times a year by the Council for Early Childhood Professional Recognition, the organization that administers a nationally recognized credentialing program for caregivers and that awards the Child Development Associate (CDA) Credential.

Articles in Competence may be reprinted without permission; however, the following information must be cited with the reprinted material: "Reprinted from *Competence* (volume number and issue), a publication of the Council for Early Childhood Professional Recognition."

Dr. Carol Brunson Phillips is the Executive Director of the Council; Patricia A. Brown is the editor of *Competence*.

Special thanks to *J. Marilyn Henry* who contributed articles about the Army Child Development Services (*pages 1-4*) and CDAs at Army installations (*pages 4-6*).

Quality Programs In Child Care Link Army Child Development Services and CDA Program

Government waste was the catch-phrase of the 1980's. Yet it was in the 1980's that one of the largest government bureaucracies--the United States Army--quietly, yet forcefully, mapped out and began implementation of a strategy to restructure and enhance its child care delivery system. Far from wasting taxpayers money, the Army child care programs are today exemplary testimony to reality defying myth!

There are 152 installations in the United States and abroad. They serve close to 200,000 children in 251 child development centers, 6,000 family child care homes, and more than 200 supplemental programs such as parent co-ops, joint initiatives with local community child care programs, school-age care in youth centers and schools, and on-site hourly care. The Army is the largest employer-sponsored child care program in the country.

A 10-year journey toward a destination of excellence in child care delivery programs began in 1983 when the Army first documented its commitment to Army families. It was at this time that a new philosophy that called for a more wholistic Army, responsive to soldiers, retirees, civilians, and family members was generated. It was also in 1983 that "developmental care" became a milestone for achievement in Army child care programs.

This new emphasis was accompanied by a change in name--*Army Child Support Services became Army Child Development Services (CDS)*. Also, of great consequence during this year was the promulgation of Army Child Care Regulation (*AR608-10*). AR608-10 resembles state licensing regulations and, in fact, is a composite of most existing state rules. This regulation allows the Army to operate child care programs that meet the same standards, regardless of location.

The Army's commitment to competent caregiving is most evidenced by a giant leap forward which linked the CDA program with a standardized training program for all Army center caregiving staff and family child care providers.

continued on page 2

BEST COPY AVAILABLE

Quality Programs in Child Care

continued from page 1

It was in 1986 that Army officials determined that a uniform training philosophy, consistent procedures to ensure quality, and cost-effective developmentally based training Army-wide could be achieved through the CDA process.

The Army's training program consists of completion of 13 modules based on the CDA 13 Functional Areas and six CDA Competency Goals. Trainees then have the option to pursue the CDA credential.

Under the Army's system, caregiving personnel without degrees start their careers at a competitive minimum salary. They are required to progress through a three-tier core training program where they automatically receive pay increases and promotions when they complete each training component and when they show classroom competency .

This linking of increased pay with demonstrated competence is a policy that has resulted in lower staff turnover, increased parent satisfaction, and "focused" training programs of higher quality.

AR608-10--revised and published in 1990--cemented the relationship between Army CDS and the national CDA program. The new language reads as follows:

a. *All CDS staff and provider training will be based on the Child Development Associate Credentialing (CDA) Program competencies and functional areas.*

b. *Caregiving employees and family child care providers working with children must demonstrate on-the-job competencies compatible with the CDA philosophy.*

c. *All CDS systems (home based and center-based) will offer opportunities for qualified caregiving adults to obtain the nationally recognized CDA Credential. CDS systems must begin planning and preparing for this capability immediately since career progression is directly tied to training completion.*

Army Caregivers at Fort Carson, Colorado hold newly-acquired CDA Credentials.

Another major event in Army child care delivery was the passage of the Military Child Care Act (MCCA) of 1989. The purpose of the Act is to improve the quality of child care, set funding levels, keep fees at reasonable levels for military families, and to increase the availability of military child care. It also set in motion a swift movement of Army child care staff toward obtaining the CDA Credential. For it was this Act that called for **mandatory** training requirements for employees. It was this Act that also increased salaries for Army caregiving personnel. And, it was this Act that led to center accreditation/model programs.

Quality in programming and quality in training have been the benchmarks for achievement by Army CDS. By refusing to limit itself to paper promises and lip service, Army CDS has a process of ongoing inspections by team evaluators. These inspectors visit every center and family child care home to ensure that they are complying with regulatory standards, including training requirements, and are providing developmental, healthy and safe care at every installation.

In what has been a relatively short period of time, Army CDS now has 25% of their centers accredited, and the Army's Family Child Care (FCC) program has been cited nationally as a model employer-sponsored program. A 1990 Department of Defense Inspector General's report stated: "The Army has the most comprehensive and best service implemented child care programs. The Army has the best structured and managed service FCC program. ... The distinct difference between the Army and the other services is a direct reflection of the Command emphasis the Army has placed on all child care in the last few years."

The Army's CDA credentialing success is also to be commended. Since the first year of implementation of the Military Child Care Act, when Army CDS began offering qualified caregivers the opportunity to obtain the CDA, nearly 400 Army staff in the United States and Germany have obtained CDA Credentials.

The National CDA Program proudly salutes Army Child Development Services for model child care delivery programs worthy of emulation!

ARMY CHILD DEVELOPMENT SERVICES PROGRESS 1983-1993	
1983	*Army White Paper Issued* Projected new philosophy toward Army families and promised to assure adequate support to families for the purpose of promoting wellness; it promised to develop a sense of community, and to strengthen the mutually reinforcing bonds between the Army and its families.
1983	*Army Child Care Regulation (AR608-10) was promulgated.* A composite of both state and federal standards for child care, AR608-10 allows the Army to operate child care programs that meet the same standards, regardless of location. The regulations cover areas such as: developmental programming, child routines, health requirements, personnel training, food and nutrition requirements, child abuse prevention, fire, safety.
1984	*Army Family Action Plans issued.* They provided the framework for implementing the philosophy of the 1983 White Paper. It included ongoing initiatives designed to expand and improve child care services.
1986	*Commitment to CDA-based training.* An interagency agreement between the Department of Health and Human Services (DHHS) and the Department of Defense (DoD) encouraged all DoD child care programs to pursue CDA training leading to the award of the CDA Credential for both center staff and family child care providers.
1987	*Funding Packages were created.* Allowed the Army to implement new programs with Congressionally authorized funds. New child development centers were constructed; family child care programs were established and expanded upon; a trainer position was created to implement staff and caregiver training programs.
1988	*Army Competency-based Training Modules developed.* Modules (13) with videos based on CDA Functional Areas used for all Army center caregiving staff.
1989	*Military Child Care Act passed.* The purpose of the MCAA is to improve the quality of child care, set funding levels, keep child care fees at reasonable levels for military families, and to increase the availability of military child care.
1990	*Army Child Care Regulation (AR608-10) revised and published.* Standards were clearly defined and included staff/provider training to ensure CDA Competency Goals are basis for all developmental appropriate planning.
1992-1993	*Family Child Care Training Modules and Army School-Age Credential developed.* *Development of competency-based training modules/videos (with a multi-age focus) for Family Child Care providers.* *Development of Army credential for School-age staff. Includes credential criteria, training modules/videos and guidelines for implementation.*

Who's caring for the Army's children?

"The Army will continue to offer quality programs at reasonable prices, but will not relax standards. ... The Army is on track with child care."

Brigadier General
Raymond T. Roe

Army Caregivers Share CDA Training, Credentialing Experiences

Competence staff talked with Education Program Specialists, CDAs and CDA Candidates at two Army installations about their CDA training and credentialing experiences.

FORT RICHARDSON
Anchorage, Alaska

***DOROTHY MAE KNIGHT**, an Education Program Specialist at Fort Richardson and a CDA Representative for the Army, works closely with center-based and Family Child Care providers. She gave us this information about the CDS Programs at Fort Richardson.*

"I have served as Advisor to seven CDAs in the 22 months that I've been at Fort Richardson. Five of these were Infant/Toddler Candidates, one was a Family Child Care provider, and the other was a Preschool Candidate in our part-day program.

The Center at Fort Richardson is full-day and serves 110 children. We have an hourly care program for children six weeks to three years of age, and a part-day program which operates three hours each day serving approximately 200 children. The part-day program is further divided. There is a part-day preschool program for children 3 - 5 years of age and a school-age before- and after-school program for children up to 12 years of age."

"I encourage staff to consider the CDA for professional development," said Ms. Knight. "Obtaining the CDA means the opportunity for a pay increase and for a Leader position."

***TRICIA VISKER** was one of the CDA Candidates who worked with Dorothy Knight. Tricia has been a Family Child Care provider in Army CDS since 1990. She has since obtained her CDA.*

Visker is the oldest of five children from Sioux Falls, South Dakota. She has been an Army wife since 1987 when she married her high school sweetheart. They are now expecting their second child. They have been stationed in Fort Drum, New York, are currently at Fort Richardson, and will soon be moving to Fort Hood, Texas. She managed a restaurant for two years while in New York, became pregnant with her first child and continued working after he was born.

It was the difficulties associated with being a working mother, outside the home, which made Visker decide to enter the early childhood education field. She can now stay home with her children, take care of other children, and continue to grow and learn about early childhood development as a family child care provider.

There are six children in Visker's FCC home, representing age groups from 12 months to nine years of age. All of her children come from military and culturally diverse families. Tricia has developed a daily schedule which reflects the diversity of the children in her care, and which reflects her determination to provide them with a happy and productive learning environment. "I provide them with a schedule that helps them to learn through enjoyment," she said.

According to Visker, her work with the children has been enhanced through the training she received to obtain her CDA. "I learned a lot about my strengths and weaknesses through the CDA. The children I work with have benefitted because I now know more about myself."

continued on page 5

Army Caregivers
continued from page 4

Tricia Visker, left, receives Profile recommending credential award from her CDA Rep.

Visker is now attending college. She was able to receive college credit with her CDA Credential, which has saved her both time and money. By obtaining the CDA, Visker says, "I have gained a great deal personally and professionally. The CDA has and will enable me to grow and develop a career in the field of early childhood development. The CDA has given me much of the knowledge and credibility that I need."

The CDA Credential is of particular value to military persons like Dorothy Knight and Tricia Visker who may be transferred or moved frequently.

As a nationally recognized Credential, the CDA is marketable nationwide and is recognized by other military services.

A second edition of *Developmentally Appropriate Practice in School-Age Child Care Pograms* is available from the Kendall/Hunt Publishing Company.

Call 1-800-228-0810 for more information.

Army Caregivers at Fort Lewis See Personal, Professional Growth after Earning CDA

FORT LEWIS
Tacoma, Washington

EILEEN BEAULIEU loves her work! An Education Program Specialist (EPS) trainer and a CDA Representative, Beaulieu works with and trains caregiving teachers and aides at the Madigan Child Development Center at Fort Lewis.

Fort Lewis is one of the Army's largest installations and contains three of its largest child development centers, each with capacities to serve up to 303 children, including a large hourly care program. Also, there are about 175 family child care homes providing a full range of full-day and hourly care services.

"Sixty-five percent of the room leaders at Fort Lewis have their CDA Credential," says Beaulieu. "A few of the room leaders hold degrees, but the majority are CDAs."

When the Army restructured its pay system in 1989 after the Military Child Care Act was passed, requirements for the Module Leader position changed. Staff who did not have an AA or BA degree had to have a CDA credential. According to Beaulieu, "There's a certain amount of prestige that goes along with the CDA. That alone encourages people to pursue their CDA. Part of the incentive is that, once you have your CDA, you're eligible to be a room leader. It's very attractive."

The issue of competency, basic to the CDA Credential, is heavily linked to the training program. Upward mobility from beginning to "full performance" caregiving positions, is tied to training, early childhood education experience, and competence. The mobility equates to increased pay and caregiver "grades."

Since 1990, 36 caregivers at Fort Lewis have received the CDA Credential, and there are currently 8 CDA Candidates.

continued on page 6

Has your address changed? Let us know. Keep *Competence* coming to your door.

Alta (Joy) Wright, CDA Candidate at Fort Lewis, strives to bring children's best skills to the forefront.

Fort Lewis Caregivers

continued from page 5

Julia Michener, Pre-toddler Module Leader and CDA at Fort Lewis, knows that children sometimes need guidance from a loving and supportive teacher.

JULIA MICHENER, a Lead Technician in the Infant Room at Fort Lewis, has had her CDA for three years. She credits the CDA process for providing her with a variety of education and work experiences. She says that it has helped her personally as well. "On a personal level, the [CDA] process has helped me in my self-confidence and has given me a professional attitude toward my job," Michener says.

Michener added that she is now more aware of the developmental reasons for the activities that she does with infants and toddlers in her group. "I now evaluate my work based on the functional areas that are covered by the CDA."

Michener believes in encouraging other caregivers who may want to obtain the CDA. "I feel that Army CDS has an outstanding training program, but I do encourage other staff, as they finish their training, to obtain their CDA Credential and even take the next step for their own personal growth. I know by obtaining the CDA their knowledge in the field of early childhood [education] is verified and given recognition."

Michener's comments are affirmed by **Alta "Joy" Wright,** a Teacher for the School-Age Program. She is also one of three teachers for the Clarkmoor center's part-day preschool program.

JOY WRIGHT is one of the eight current CDA Candidates at Fort Lewis. Although she has worked at Clarkmoor four years, she just decided to obtain her CDA because she wanted to strengthen her skills and improve her job performance so that she could provide a safe and healthy environment for the children in her care.

Superlatives abound when one reads of Wright's achievements. She was an Army servicewoman for 7 1/2 years prior to working in child care. Since beginning her work in child care at Clarkmoor, Joy has received two commendations for "Outstanding performance of her duties" by the Personnel Director at Fort Lewis.

During the past year, her supervisor has noted that Wright sets a high standard for herself as caregiver and as a role model for other staff. She created an individual child space area complete with coordinating background and props; she developed several prop boxes for dramatic play and provided diversified material for several learning centers; she created a whole new environmental design and worked tirelessly to see it implemented; she created new organizational techniques to enhance module management; and, Wright works to develop positive techniques to ensure high morale.

One example is her "An Apple for a Teacher Tree." Staff, patrons, or supervisory personnel can write a positive comment on a paper "apple" and place it on a visual "tree" to share with each other. Wright also encourages positive child/parent communication by creating a school-age parent/child message center so that parents and children can write notes to one another. She maintains an individual parent bulletin and message center and she has organized several successful parent programs.

Wright has completed all 13 CDA modules in the Army's child development training program. She is now enthusiastic and eager to enhance her child care skills by obtaining the CDA. She said since beginning her CDA practicum training, "I've grown a great deal professionally. I can make decisions. I can communicate confidently and more effectively concerning the care of the children in our program, whether it's with other staff or with parents."

Both Julia Michener and Alta Joy Wright would like to continue their formal education and remain in the field of early childhood education. Like Beaulieu, they love their work!

New Video Available

Teach the Children, the first documentary designed to help educators and parents scrutinize television's hidden "curriculum", is available in video from California Newsreel. An Educator's and Parent's manual accompanies each cassette.

Send requests to: *California Newsreel, 149 9th Street, San Francisco, CA 94103; or call (415) 621-6196.*

Army Caregivers in Germany find Rewards, Joy in CDA

Who's caring for the Army's children in Germany?

For *MARILYN ROBINSON*, being awarded the CDA Credential is much more than a professional step forward. She considers it to be the kudos for her efforts as a front-line caregiver -- someone who actively participates in the nurturing and development of children on a daily basis. She also sees it as validation of her professionalism and competence by other child care professionals.

Robinson has been in the front line nurturing children with the Army's Child Development Services since 1980, holding various positions over the years. She is the Director of Heidelberg Hospital Child Development Services, a drop-in child care service in Heidelberg, Germany.

Like most CDAs, Robinson is committed in her role as a caregiver of young children. She takes what she does quite seriously, not for the money, she says, but for the sheer joy that she receives working with children.

"I like what I'm doing", Robinson said. "I hope they see not me, but the joy I get in working with children. It's fun. It's not just drudgery in feeding them, but it's knowing when children are in the midst of development, and realizing that they are not created to hurt you."

A tremendous source of that joy comes from the realization that she's making a lasting impact on children during such a crucial time in their lives -- at a time when having a head start makes a difference.

Robinson added that any kind of good start children get will make a difference, and that these differences are visible when children who have not had a head start are compared with those who have.

Making a positive impact, Robinson says, begins with interpreting and implementing guidelines for good early childhood practices. That's where CDA steps in. The CDA program provides the guidelines that caregivers follow to demonstrate good practices.

For Marilyn Robinson, being a CDA is simply an extension of what her life is all about: nurturing and guiding children.

Obtaining the CDA Credential, says Robinson, is a natural step in the caregiver's progression. "It's a natural step to desire it and want it as soon as possible and move on to obtaining other qualities," she said. "The credentialing process not only provides recognition for the work that caregivers do in the room, but it provides an opportunity for peers and parents to recognize you, and it allows you an opportunity to look at yourself."

Although Robinson firmly believes in the value of the CDA process, she expressed concern about the changes being made with the revised direct assessment system. One area of concern is the Candidate's observation by an Advisor, which occurs only once, unlike the old system.

continued on page 8

Germany Caregivers
continued from page 7

"It's important that the Candidate gets observed in the classroom so that you (*Advisor*) know that the Candidate knows what s/he is doing," she said. "It's easy to take a test and create a portfolio, but not everyone can work with children."

Robinson says that she also likes the idea under the Local Assessment Team system of immediately knowing whether an individual is competent rather than having to wait for months to find out.

Robinson has found fulfillment in having the CDA and in her role as a caregiver. She offers these words of encouragement to other Candidates going through the CDA process:

"When you made the decision to go for it, you made the right decision," she says. And as you prepare to go through the modules, get your room ready.

Just remember you made the right decision. Don't get frustrated and think you can't make it. You will be ready because you were ready to do it when you made the decision. Continue to do what you do day-by-day. Don't change your scheme.

You are established already. Have no fear about making it. It takes grit, but this will carry you through the whole process. Be yourself. If you do anything extraordinary, it will come out in the process."

For Marilyn Robinson, doing what she does now --working with children, nurturing them, and watching them grow --is a dream fulfilled.

"Becoming a CDA is not just a one-time thrill; it's a life-long experience. The impact of having a CDA Credential goes well beyond the moment of actually receiving it."

Germany Caregiver: *Christine Fernandes*

For some caregivers the CDA Credential is the icing on the cake-- the something extra that enhances the very thing it touches. ***CHRISTINE FERNANDES*** found that obtaining the CDA has allowed her to touch the lives of the children at Abrams Child Development Center in Frankfurt, Germany, and their parents in a positive way.

"I feel like I know what I have to do with children," she said. "I can be very professional with them and their parents."

An important part of caring for children, Fernandes feels, is letting them know that you care for them and reassuring them that you are there for them. To demonstrate this, Fernandes welcomes her children with open arms. "I give children a very warm welcome and make them feel like they're at home," she said.

Fernandes, who recently received a preschool endorsement, said that she was so proud of herself when she learned that she had successfully completed the credentialing process that she didn't know whether to laugh or to cry. However, this was far from how she felt in the beginning when she felt like not going through with it at all.

Fernandes said that she was nervous and frightened in the beginning, and almost gave up.

Despite these feelings, Fernandes had a thirst for knowledge and training. Coupled with a love for children, they were the impetus that she needed to complete the requirements for assessment. She learned what she needed to learn, completed her portfolio, and prepared for assessment. All of this, she said, was made easier by the support of her Director, Advisor and CDA Representative.

Fernandes heard about the CDA Credential from a friend. As she watched her friend become a CDA, supporting her throughout the process, Fernandes decided that the CDA was something that she wanted for herself.

Today, Christine Fernandes is a better person for having gone through the credentialing process because she has grown personally and professionally. She has more confidence in her ability to care for children. She also feels that what she has gone through can help other CDA Candidates.

To that end, Christine Fernandes has hopes of someday expanding her CDA skills to become a CDA Representative.

Reggio Emilia Symposium to be Held in Washington, DC

"*Shared Goals, Different Directions*" is the theme for this year's Reggio Emilia Symposium, to be held June 9-12, 1993, in Washington, DC.

The primary emphasis of the conference will be on the policies, practices and American adaptations of the Reggio Emilia preschool system.

The symposium will feature Loris Malaguzzi, founder of the preschools in Reggio Emilia, Italy, along with Tiziana Filippini, Carlina Rinaldi, and other key Reggio staff.

Registration fee for the symposium is $295; $250 for NAEYC members.

The symposium is being sponsored by the District of Columbia Public Schools Early Childhood Program and the National Learning Center.

For more information, call (202) 675-4129, or write: Reggio Symposium, 800 Third St., NE, Washington, DC, 20002.

Germany Caregiver: *Regina Carter*

Moving from one country to another did not prevent ***REGINA CARTER*** from completing the task she had already begun. When Carter moved with her husband from Colorado Springs to Germany she continued collecting information to complete her requirements for the CDA Credential. Her efforts paid off when she recently earned an infant/toddler endorsement for the CDA Credential. She is the second person in the Romanway Butzbach Child Development Center to earn the CDA Credential.

The most rewarding part of the credentialing process, Carter said, was the Rep observation because it surprised her how well she interacted with the children, and how they responded to her. Having a professional observe her skills and validate her performance in a positive way gave Carter the encouragement not to give up.

Carter said she has become a better caregiver as a result of the credentialing process. Being successful inspired her to set her mind to future goals, which include working with children.

Regina Carter's other future plans include additional training and college.

Safe Food for Children National Satellite Teleconference Scheduled for April 30

Professionals who teach, license or administer child care providers can now register as site coordinators or participants in this "free from Kansas State University" live teleconference focusing on food safety in the child care environment, sponsored by Cooperative Extension Service of Missouri and Kansas.

To register as site coordinators, or for more information, contact: *Jane Freyenberger, Program Coordinator, Extension Foods and Nutrition, Justin Hall, Kansas State University, Manhattan, KS 66506, (913) 532-5782.*

Executive Director Speaks

Hats Off to the U.S. Army for CDS/CDA Initiatives!

Carol Brunson Phillips

There are many signs that CDA is growing in status and recognition, but none more remarkable than the initiatives of the U.S. Army's Child Development Services.

As part of their 1987 decision to engage in a massive endeavor to improve child care services at military installations, the concepts of the CDA program were selected to guide the ideas that would transform staff preparation and qualifications. The CDA Credential became the goal for caregiving staff. Knowing, however, that staff could not be successfully assessed without access to training, the Army developed policies and programs that ensure reliable and sustained child care education, providing *incentives* to pursue that education and offering *rewards* to successfully complete it.

The strength of CDA's presence in the Army is reflected in the nearly 400 Army caregivers who have earned the CDA Credential since implementation of these initiatives. CDA's impact on caregiving staff is highlighted in interviews with caregivers on Army installations in the U.S. and in Germany.

This issue of *Competence* chronicles the Army CDS/CDA initiatives and examines the far-reaching implications of the collaboration of two systems.

What has been accomplished goes well beyond the boundaries of Child Development Services in the U.S. Army. These initiatives have elevated the status of CDA for all CDAs. The ripple effects are felt by all CDAs -- in the U.S. and abroad.

We consider the actions taken and progress made by Army CDS to be a model for the profession on how to build the infrastructure that supports the attainment of professional preparation goals.

The Council is proud to be a partner with the U. S. Army in innovation that contributes to the increase of high quality programs for children and families.

Wheelock College Advanced Seminars in Child Care Administration to be Held

The 18th Annual Advanced Seminars in Child Care Administration will be held June 27-July 30, 1993, at Wheelock College in Boston, Massachusetts. These intensive week-long seminars include 12 individual courses for child care practitioners, policy makers, child care resource and referral staff, higher education representatives and others.

Highlights include courses in: Computers, Family Child Care, Infant and Toddlers, Policy, School Age Child Care, Child Care Resource and Referral, Financial and Legal Aspects of Center Management, as well as others on a wide range of topics of general interest to the field.

For more information and a full catalogue, contact: *Patricia Day, Wheelock College, Advanced Child Care Seminars, 200 The Riverway, Boston, MA 02214; or call (615) 734-5200, ext. 279.*

The CDA Credentialing Program: What You Should Know

Most Frequently Asked Questions

General Information

Q. Will the cost for direct assessment change?

No, the cost will remain $325 until further notice. Application packets are available for $15 and provide instructions for Candidates to prepare for assessment.

Q. Is there a free brochure about the CDA program, or does a potential Candidate have to pay $15 and then decide if s/he wants to apply?

There is a free information brochure listing all requirements to become a CDA.

Q. Is the application packet available in Spanish?

The packet will be available by Spring 1993.

Q. Is the entire fee due when the Direct Assessment Application is submitted, or can I pay half now and half later?

The entire fee is due when the Application is sent to the Council. It will be returned if not accompanied by full payment.

Q. Will my state scholarship agency pay the fee for the CDA Credential? Will they pay for the materials I need for training?

Contact your state office - each state is different. **IF** you are income eligible, the state **MAY** pay for all or part of the training costs, and the state **MAY** also pay the fee for assessment.

Q. I want to get a Home Visitor Credential. Do the new proccdures apply to Home Visitors?

No, Home Visitors will continue to meet the old eligibility requirements and continue to be assessed by a 4-member Local Assessment Team until further notice.

Q. Does a Candidate need a Field Advisor or mentor? If so, who pays this person?

There is no requirement for the Candidate to have a training relationship with a Field Advisor or mentor. The Candidate will be observed *once* by an Advisor who will use the CDA Observation Instrument to rate his/her competence.

This person is selected by the Candidate, and may be employed as a director, Education Coordinator, curriculum specialist, etc. The person may be employed in the same program as the Candidate, or may be from outside the program. The Advisor can't work in the same classroom with the Candidate. The Candidate or the program pays the Advisor.

Formal Education

Q. If I only have 80 clock hours of formal education, can I request a waiver?

Yes, you must complete a Waiver Request Form and submit it to the Council for approval before submitting the Direct Assessment Application. The form is included in the *Competency Standards* book.

Q. Can formal training be provided by the program where the Candidate works?

Yes, as long as the agency has expertise in early childhood teacher preparation.

Q. Can I count on-the-job training provided by the lead teacher towards the formal education requirement? If not, what type of on-the-job training would qualify?

On-the-job training provided by a lead teacher doesn't qualify as formal education, but can count toward the 480 hours of experience with children. In-service training sponsored by the employerwill qualify, as long as the *employer* has expertise in early childhood teacher preparation.

continued on page 11

Most Frequently Asked Questions
continued from page 10

Q. What kind of on-the-job experiences count as formal education?

On-the-job experiences, such as employer sponsored in-service training, student teaching, or an internship sponsored by an eligible agency, will count.

Q. How do I determine which CDA subject areas and the number of clock hours covered in a 3-credit course? How do I list this information on the assessment application?

You should review the course outline to determine the subject areas covered and count the actual number of hours you attended class. You should list the name of the course and number of hours beside the appropriate subject area(s) on the application.

Q. Who determines if an agency has expertise in early childhood teacher preparation, the agency or the Council?

Since the Council doesn't have a formal approval process, the agencydetermines its expertise. It must have a training coordinator or specialist in charge of its formal training program.

Q. If I purchase Essentials and the videotapes and complete the assignments, can I count the hours towards formal education?

No, the hours would only count if completed as part of a formal training program sponsored by an eligible agency.

Q. Can Candidates in a high school vocational program count their training hours as formal education?

Yes, however, Candidates can't apply for assessment until they are 18 years or older and have their high school diplomas

Professional Preparation Program

Q. When can students enroll in the CDA P_3?

Enrollment for Fall 1992 is closed. Applications for Fall '93 can be requested now. Applications and tuition payments will be accepted through September 30, 1993 for the third program year.

Q. Can I purchase the curriculum for the CDA P_3 if I'm not enrolled?

Yes. The student manual *Essentials for Child Development Associates Working with Young Children* is available for purchase from the Council for $30. The Field Advisor's Guide is $15; the Seminar Instructor's Guide is $12.50. Shipping/handling is additional.

Q. The CDA program currently costs $325. Why has the cost increased to $1,500?

The tuition for the CDA P_3 is $1,500, and covers the cost of training and assessment. The fee for CDA assessment only is $325.

Q. How do interested postsecondary institutions get approved to offer Seminar instruction through the CDA P_3?

Contact the Council (attn: *Deborah Jordan or Yvette Humphrey*) for information on how to submit a letter of intent to cooperate. The Council is soliciting cooperating institutions on an ongoing basis, and you may apply at any time.

Q. How does a college recruit students for the CDA P_3?

There is no need for colleges to recruit students for the CDA P_3. The Council will recruit and enroll all students; and then depending on geographic needs, negotiate directly with institutions to provide the instruction.

Q. Can Home Visitors get a CDA Credential through the CDA P_3?

No, the CDA P_3 provides preparation for caregivers to work with children from birth through age 5 in group education/care programs, either centers or family child care homes.

continued on page 12

Most Frequently Asked Questions
continued from page 11

Q. Is the CDA Credential earned through the CDA P, different from the CDA Credential earned through direct assessment?

No, the Credential is the same and valid for 3 years.

Q. If I enroll, will the Council help me find a Field Advisor?

Yes, the Council operates a national Advisor Registry that lists eligible Advisors in every state.

Have an interesting story about how becoming a CDA has changed your life? Write us. We'd like to hear from you. Send it to: Competence, attn: Pat Brown

Fifth Annual Excellence in Early Childhood Conference Announced

The 5th Annual Excellence in Early Childhood Conference will be held on Saturday, April 24, 1993, from 7:30 a.m. to 4:30 p.m. in the New Student Center facility located on the Chadron State College campus, in Chadron, Nebraska.

This year's theme is "United We Stand for children ...Their Future in Our Hands."

The conference will feature a variety of other sessions on topics such as *Bubbles, Music, Bibliotherapy, Grant Writing, Attention Deficit, Fetal Alcohol Syndrome, Play, Science, High Scope Philosophy, Taxes, Storytelling and Food Experiences.*

Twenty-five displays focusing on early childhood educational resources will be available.

For more information, contact Kim Madsen at (308) 432-6372.

National Institute for Early Childhood Profession Development Second Annual Conference to be Held

The National Association for the Education of Young Children (NAEYC) will hold its second annual conference of the National Institute for Early Childhood Professional Development June 2-5, 1993, in Minneapolis, Minnesota.

Conference topics include: *Effective professional development prototypes at various levels and for various roles; professional preparation for directors/administrators; proposed revisions to NAEYC's Teacher Education Guidelines and Developmentally Appropriate Practice; International research on teacher/child interactions and its implications for teacher preparation*, and much, much more!

A registration packet, including hotel and travel information, may be obtained by calling NAEYC at (202) 232-8777 or (800) 424-2460. Ask for a member of the Conference Department.

COMPETENCE

Council for Early Childhood
Professional Recognition
1341 G Street, NW
Suite 400
Washington, DC 20005-3105
(800) 424-4310 • (202) 265-9090

APRIL 1993

NON-PROFIT
ORGANIZATION
U.S. POSTAGE
PAID
WASHINGTON, DC
PERMIT NO. 1478

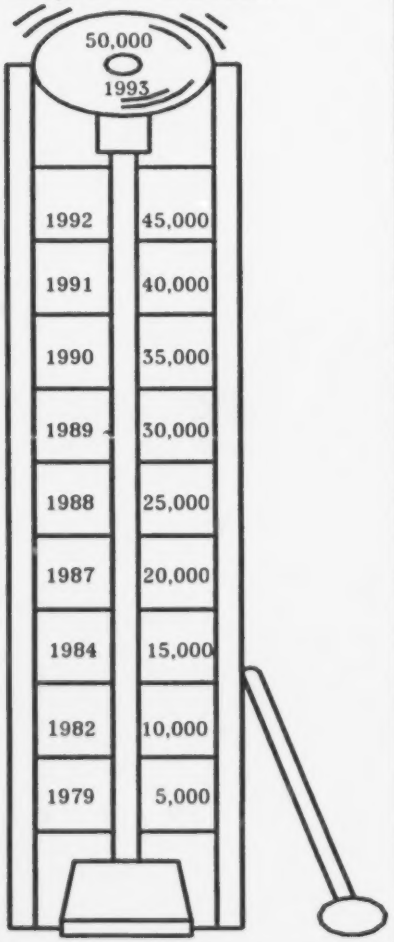
Child Development Associate
CDA
National Credentialing Program

COMPETENCE

News for the CDA Community

Volume 10, Number 2 July 1993

50,000+ CDAs!!!



PS 02406

IN THIS ISSUE

Number of CDAs Passes 50,000	1
50,000th CDA	2
First CDA P_3 Credentials Awarded	3
Kingsport EC Program	4
CDA Profile	5
CDA Training Group	6
Alaska CDA Survey	7
Next Issue	8

NUMBER OF CDAs PASSES 50,000

Well over 1 million children affected

Despite its humble beginning in 1975, the number of CDAs making a difference in the lives of children has reached unprecedented levels. Today, more than 50,000 caregivers proudly have the distinction of having earned the CDA Credential.

As professional caregivers, these CDAs have a tremendous responsibility to nurture children's physical, social, emotional, and intellectual growth in a child development framework. They are caring, dedicated, and knowledgeable professionals who take upon themselves the everyday challenges of our nation's children.

The Council for Early Childhood Professional Recognition (Council) salutes the 50,000-plus caregivers who have served well over 1 million of our children.

Program Overview

In 1971, a group of child development and early childhood education professionals shared a vision that would bring a more unified, consistent approach to training child care providers.

This vision, in response to the growing demand for quality child care in the hands of competent and knowledgeable caregivers, was the primary impetus for developing an initiative that would address both the needs of those providing care, and those seeking quality child care.

Out of this vision came a concept. The concept was to develop an innovative, comprehensive plan for training, assessing and credentialing child care staff.

Then came the birth. From a vision to a concept and through the arduous work of these professionals, the CDA National Credentialing Program was born. With the birth of CDA came standards of excellence for child care delivery.

Inherent in its design, the CDA Credentialing Program became the vehicle for providing performance-based training, assessment and credentialing of child care staff, home visitors, and family day care providers in their work with young children and their families. The CDA Competency Standards became the foundation for staff training and evaluation, which is the basis for assessment and training.

The Council for Early Childhood Professional Recognition (*the Council*) was established specifically to administer the CDA Program. The Council sets the policies and standards, and awards the Credential. These standards define the skills needed by caregivers to serve children and families. The proof that a caregiver has acquired and demonstrated these competencies is through the award of the CDA Credential.

To date, nearly 52,000 CDAs working in a variety of settings have earned the Credential. Although not usually responsible for overseeing a total center program, they are responsible for a

Continued on page 2

Number of CDAs Passes 50,000

Continued from page 1

group or classroom of children within a center or home, or a group of families and their children in home visitor programs.

Caregivers can earn the CDA in the following endorsements: center-based preschool, center-based infant/toddler, family day care, and home visitor.

CDAs come from every state, the U.S. territories of Guam, the Virgin Islands, and the Commonwealth of Puerto Rico.

With the move toward competence, quality, improved compensation, and uniform standards forging ahead, along with the increased status of the CDA Credential, the number of CDAs is sure to increase in the years to come.

Get the most complete, up-to-date information about CDA; get "*Competence*".

Competence **is published three times a year by the Council for Early Childhood Professional Recognition, the organization that administers a nationally recognized credentialing program for caregivers and that awards the Child Development Associate (CDA) Credential.**

Articles in *Competence* may be reprinted without permission; however, the following information must be cited with the reprinted material: "Reprinted from *Competence* (volume number and issue), a publication of the Council for Early Childhood Professional Recognition."

Dr. Carol Brunson Phillips is the Executive Director of the Council; Patricia A. Brown is the editor of *Competence*.

Bryan Keith Davis Receives 50,000th CDA Credential

Miami, Florida native earns preschool endorsement

Bryan Keith Davis knows that communication is an important aspect of child care.

Bryan Keith Davis recently became the 50,000th person to be awarded the nationally recognized CDA Credential. One of few male CDAs, he has earned a center-based preschool endorsement.

Being male in a mostly female-dominated field in no way diminishes Bryan Keith Davis' effectiveness as a caring and nurturing caregiver who believes in making a difference early in children's lives. At the Kidco Child Care Center in Miami, Florida, Davis is making that difference. He is a preschool-endorsed CDA and works as a teacher assistant.

Although this is Davis' second stint with the Head Start system, he discovered his fulfillment inadvertently when a friend suggested that he try Head Start after giving up his pre-med studies at the University of Miami.

He began working for Head Start in 1983 upon the recommendation of Ophelia Brown, Director of Head Start in Dade County, and worked for them until 1988 when he yearned to do something different. However, it was this 3-year absence from child care that confirmed that his heart belonged with children. Davis then left security and returned to Head Start, this time at Kidco, as a teacher's assistant in 1991.

Finding his contentment there, Davis began to seek avenues of growth. Davis said that he saw the CDA Credential as just that: a chance to grow both professionally and personally, as well as a way to enhance his caregiving skills.

He had initially learned about the CDA Credential while at Head Start the first time around, and actually began compiling his portfolio in 1988. He took a break from his efforts, however, until he returned to the center in 1991.

Davis' expectations were fully met through the credentialing process. He says that his caregiving skills were sharpened in that he is much more aware of how children learn and can provide more activities based on this knowledge. He added that the CDA

Continued on page 3

Bryan Keith Davis
Continued from page 2

has given him something to be proud of and has improved his self-esteem.

Despite his initial nervousness, Davis found the assessment process to be particularly rewarding largely because of his CDA Rep, Vicky Folds. Unlike all the "horror" stories he had heard about Reps, she had a calming nature which caused him to relax. Additionally, she provided him with valuable resource information that, even today, he still uses.

It was during the Local Assessment Team (LAT) meeting, Davis said, that he realized the kinds of things he needed to do to improve his skills. Folds identified his strengths and weaknesses, and then began the process of working to strengthen them. Folds also recommended resource books that would help him prepare activities for his children.

Davis considers the process of getting feedback from a professional an important aspect of the assessment process.

"Sometimes we think we're doing great, but when someone comes and point out things, it helps professionally," he said. "She showed me those areas that I could improve on so that it would benefit not only myself, but the children."

Davis also credits Folds with making him aware of the different ways that children learn.

Folds says that her experience with Davis was rewarding. She could tell by her observations that Davis is very committed to making children feel good about themselves, and that he is a good self-esteem builder for children. She added that he has a very caring nature.

Another person who was particularly supportive and encouraging to Davis was Silvia LaVilla, his CDA Advisor. She too is impressed with his caregiving skills. Of Davis, LaVilla said, "Bryan is a model of what a male early childhood educator is about. He knows the program. He's extremely creative with children. He has a charm and wit about him and is able to use them throughout the day."

She added that his questioning/probing skills are effective with the children and that he has a good sense of humor. In additon, she says that he's always at the children's level, looks them in their eyes and calls them by their names, and added that he is well liked by his peers.

LaVilla went on to say that Davis is very receptive both in class and individually, which was evident during his LAT meeting.

"He has a good feeling about what early childhood education is all about," she said. "He is a very caring person, and helps backstage and on stage. He is a good person and an excellent early childhood educator, and he is well-liked by peers and parents alike."

So far, Davis has enjoyed being a caregiver. The most rewarding part, he says, is when a child learns something for the first time.

"Playing a part in helping a child write her/his name, tie his/her shoe -- seeing their faces light up! They get so much out of it, and knowing that somewhere down the line I've played a part in that. Knowing that I've made a difference somewhat in their lives, -- that's rewarding!" he said.

Surely, Davis is making a difference in the lives of the children who cross his path. Surely, this difference is one that will transform their lives in a very special way.

We salute the accomplishments of our 50,000th CDA!

First Credentials Awarded for CDA P_3

The first CDA Credentials for completing assessment requirements for the CDA Professional Preparation Program (*CDA P_3*) were awarded to four Candidates.

Sherry Friedewald (*Kemmerer, WY*), Joann Kelley (*Colorado Springs, CO*), Kimberly Newton (*Fort Worth, TX*), and Michelle Sterner (*Fort Worth, TX*), were the first ones to complete the intensive, one-year study program.

The program included 120 clock hours of course instruction, approximately 480 hours of field work, and weekly conferences with a Field Advisor who supervised their progress and provided support.

The CDA P_3 is in its second year of operation and 85 Candidates are currently enrolled. The Council is now accepting applications for the third program year that begins September 1, 1993.

Field Advisor Registry Update

Since 1991, the Field Advisor Registry has been helping CDA Candidates identify and select qualified individuals to assist them in completing the requirements of the CDA. Currently, the Registry contains 491 Advisors, 47 of which come from Florida.

Field Advisors must first meet specific requirements to be included on the listing. Those on the Registry have already met all of the requirements. In addition, they come from diverse backgrounds in early childhood/child development. Many have CDA Credentials as well as the additional education and/or experience.

While the roles and responsibilities of Field Advisors in the CDA Professional Preparation Program (*CDA P_3*) differ from the Advisors in the Direct Assess-

Continued on page 8

Galveston County Community Action Council, Inc. Receives Funding to Provide Training that Leads to CDA Credential

The Galveston County Community Action Council, Inc./Gulf Coast Child Care Management Services (*Galveston, TX*) has received special funding to provide training opportunities and college-level courses that may lead to the CDA Credential and Bachelor and Associate degrees. Caregivers who are under contract to GCCAC/GCCCMS to provide child care to income-eligible recipients may receive training and attend these courses.

The Caregiver Training Project, as it is known, aims to improve the quality of child care for children in Texas by making training and college courses more accessible to caregivers.

In an innovative delivery process, some instructors come to the caregiver's work site to help them in the classroom, and to teach courses during the children's nap time while the center provides care with substitute caregivers. This is done so that the education and training goals can be met within the confines of the work day.

Although the project is designed so that participants can earn the Bachelor or Associate degree, classes are scheduled in such a way that participants can earn the CDA Credential after a full year of classes and training.

According to Vicki Chadwick, former director of the Galveston County Community Action Council, earning the CDA in the interim not only encourages the caregiver as a professional while establishing a sense of professional development, but helps them to feel some level of accomplishment.

Chadwick says caregivers take the CDA Credential very seriously, and that even the way in which they talk about themselves has changed. She added that parents feel more confident about the program when staff has a credential such as the CDA.

Caregivers who may be eligible to receive training under GCCAC/GCCCMS's plan include caregiver supervisory staff and directors of licensed day care centers, licensed group day homes, registered family homes, and self-arranged child care providers. GCCCMS vendors, caregivers who have signed an agreement with GCCAC/GCCCMS to provide child care, are eligible also.

GCCCMS vendors who have signed an agreement with GCCAC/GCCCMS to provide child care, and have been assessed and awarded designated status because they meet specific criteria, are eligible also. These include caregiver supervisory staff and directors of day care centers, group day homes and registered family homes.

Continued on page 8

Kingsport Early Childhood Certificate Program Designed to be Forerunner to CDA Credential

In the first of its kind, a pilot program for caregivers who want to become CDAs but lack the required training, is nearing the end of its first year of operation. Funded by local associations in the Kingsport, Tennessee area, the Kingsport Early Childhood Assistant Certificate program is one whose training is closely aligned with requirements for the CDA Credential. Candidates who complete the program are prepared to transition into a phase leading to the CDA Credential.

The training program benefits caregivers in several ways: *(1) it enhances their professional skills and knowledge base, serving as a step up the career ladder; (2) it introduces an entry level training plan for working caregivers who do not have resources to pursue a higher level of professional education; (3) it provides quality, affordable, accessible training for local child care providers who will have begun the next step up the career ladder -- Child Development Associate Credential.*

To be eligible for the Kingsport training program, applicants must be at least 18 years old with a high school diploma or equivalent, and have 350 hours of experience working with children.

Throughout the training program, early childhood professionals serve as mentors to students, providing guidance to help them through the process.

Students complete 100 hours of formal training that covers six content areas, 11 of the 13 CDA Functional Areas, and will begin a Professional Resource File that can be completed when they go for credentialing.

Training also includes 3-4 site observations/conferences by an early childhood professional, an examination of the Parent Opinion Questionnaires used in the CDA program, and a summary meeting with the student, mentor and teacher.

Currently, there are 20 students in the program, 17 of which will move to the credentialing phase. Pat Timberlake, an early childhood consultant, is the director of the program.

For more information about this program, contact Pat Timberlake at (615) 378-4586.

CDA Profile: Katie Weller

71-Year-Old CDA Proves That Age is No Barrier When Caring for Preschoolers

At an age when most people have long given up their 9 to 5 routines, and are basking in their new-found status as retirees, Kathryn (*Katie*) Weller found herself doing something quite unique: caring for three-year-olds at a day care center.

At 71, Weller is not only the first caregiver at the Sunflower Day Care Center in Lewisburg, Pennsylvania, to earn the CDA, she is one of the oldest Candidates to earn the CDA Credential.

Weller's heart was with caring for children long before she began working at Sunflower at her daughter's suggestion. Although she reared five children of her own, she missed the opportunity to care for her six grandchildren because of geographic limitations.

Emily Butler McDonald, left, and Euric Krause, right, share a special moment with CDA Katie Weller.

It was her desire to carry out what she had missed with her grandchildren that encouraged her to consider what her daughter had suggested. She applied at the center, was hired, and worked two years before she was assigned to the three-year-old classroom. It was in the classroom that Weller found her place and source of reward and gratification.

The greater reward and accompanying achievements, however, came when Weller earned her CDA Credential with a preschool endorsement. The satisfaction, she says, went well over and beyond. With strong support from family and friends, and encouragement from the center's director and her CDA Rep, Weller achieved what may have been her most challenging task.

Although Weller found the credentialing process as a whole to be gratifying, she found the most difficult part was creating the portfolio. She said that although she had experience rearing her five children, it wasn't the type of experience she needed for putting together the portfolio. But through it all, she says, she learned how to say what she means in written form, which was a source of gratification for her.

Weller sees the rewards of having the CDA Credential daily, not only in herself, but in the children she cares for.

"I am teaching children with better abilities, and in such a way that it helps the child feel like he's a part of a family away from home," she said. She considers it a plus to be able to give children a happy home away from their real homes, and to be there for them when their mothers and fathers cannot.

"The best rewards," she continued, "are when the children teach other children the lessons that you've taught them. Then I feel that my teaching has sunken in."

Weller says that she also sees her own professionalism heightened as a result of the CDA in that she relates more professionally with the head teachers, and can readily accept feedback from them. Because of the CDA she is more knowledgeable about child development, and can speak with knowledge. She says she is also more aware of her need for development. Where she admitted to once feeling like a babysitter, with the CDA, she feels confident about her ability as a professional caregiver.

Weller says that she also sees growth in the children as a result of her improved abilities. "Children are able to understand instructions better and do what they should do on the first instruction. I see them do for themselves without having to be told. They're creating better hand work. It's a good feeling to know that they can care for themselves.

Weller's advice to other Candidates: *"Be sure to get a good Advisor, one that will honestly tell you your faults. Choose someone who's qualified over and beyond. Take your time. It's something that you may want to give up, but don't."*

BEST COPY AVAILAB

CDA Training Group Find Meaning in *"Practice What You Teach"*

Two individualized groups of CDA trainees have found new meaning in "practice what you teach" when they had to apply some of the early childhood practices they teach children to themselves so that they could prepare for CDA assessment.

CDA Candidates learn valuable lesson about working together: Standing (L-R): ***Loretta Byrd, Janet Jordan, Joyce Bodge, Diane Morse, Kay Brooks, Calvin McCleod, Mary Goodman, Linda Hofer, Pat Davis.*** Sitting (L-R): ***Mildred Blackwell, Nikki Beatty, Terry Wilson, Cynthia Joyce, Betty Lou Grosscup, Brenda Noble.***

It all began when the Day Care Association of Montgomery County in Ambler, Pennsylvania began funding for its first ever in-house CDA training program. Thirty-one staff persons from eight child care centers began training in two groups.

Since a large number of them were from the same center in Pottstown, Pennsylvania, it was decided that one of the training programs would be held at that center. The remaining group, representing seven centers, would meet at various locations.

Although all of the students were eager to participate in the program, the euphoria was quickly replaced by anxiety, fear, and some serious thoughts of backing out. It quickly became obvious that both groups of students had some real concerns about their ability to succeed in the CDA training program, and that many of their fears were legitimate.

As child care providers, all of the students felt that they understood and performed their jobs more than satisfactorily, however, most of them felt unsure whether they could translate what they did every day into facts on paper. While many of them had been out of school for many years, some were concerned about repeating past failures.

Anise Dickerson-Watters, instructor for the CDA classes, noted that the students were treating each class as if it was an isolated experience -- something they had to do by themselves. There was little dialogue between students, and very little discussion.

After several weeks, some of the students expressed concern about the tone of the classes. They felt that it was becoming a competition among students to be the first to complete their assignments. In addition, students were refusing to share information on resource materials or to share their thoughts and ideas.

At this point, Dickerson suspended regular class in both groups for an evening and talked about the need to work together in providing both information and emotional support. It was suggested that providing some nourishment might help everyone's efforts and attitudes, so each person was responsible for a covered dish or some other aspect of dinner. By eating together the group was at least engaging in *"parallel play"*.

Gradually, morale began to improve, along with quality of work being done at each session. Slowly, this group of individual strugglers began to form a learning team of 13 members. A special "rally meeting" was organized by the Pottstown members.

This was really the breakthrough to *"cooperative play"* that everyone involved needed because it was at this meeting students began to articulate their fears and needs. By doing so, students were better able to identify where help was needed and how they could help each other.

So began the weekly help sessions where students formed small work groups with different people leading at different times and others moving in and out when necessary.

Meanwhile, the second group of students were facing the same kinds of frustrations, failures and anger. When news spread of the success of the Pottstown group, the second group began to adopt the same mode of operation. The results were more productive classes for all.

All but a few of the candidates are now completing the last of their assignments so that they can be assessed in the next quarter. While they now realize the importance of working together to achieve a goal, they also realize that it would not have been possible without the expert guidance and care of their instructor.

Hats off to these CDA Candidates for showing what can be accomplished when groups come together.

CDA Family Day Care Provider Selected to Participate in *Sesame Street* Preschool Education Project

Family day care provider and CDA, Dorothy Stricker, of Littleton, Colorado, has been selected to participate as a trainer in a project that will teach family child care providers to incorporate the educational goals of *Sesame Street* into their home preschool programs.

Sesame Street Preschool Education Program (PEP) is a national educational program designed for early childhood programs and families based on viewing *Sesame Street*, storybook reading, and related activities. It is a collaborative effort between public television stations, community organizations, early childhood professionals, and the Children's Television Workshop.

Stricker attended a training session sponsored by a local *Sesame Street* PEP coordinator and partner TV station, KRMA. The session was designed to help providers meet PEP initiatives by planning and implementing developmentally appropriate activities based on themes from *Sesame Street* shows. Trainers would then teach other providers how to reach the goals of the program.

Sesame Street PEP was developed for several reasons: (1) to help meet the increasing demand for quality, educational child-care materials and training in the United States, (2) to help prepare children to enter school, and (3) to stimulate the natural curiosity of children.

Its audience includes preschoolers in child care programs and family day care homes, as well as two- to five-year-olds, parents and child care professionals in urban and rural communities nationwide. Special emphasis, however, is placed on economically disadvantaged and minority children.

Since its debut in the Fall of 1991, *Sesame Street* PEP has grown to include 75 local partners, representing over 150 public television stations, in markets covering more than 50% of all U.S. television households. Over 8,000 child care providers have reached more than 87,000 children. An estimated 3.2 million children will have participated in *Sesame Street* PEP by 1996.

For more information on the *Sesame Street* PEP, call the *Sesame Street* PEP Hotline at (212) 875-6922.

Alaska Completes First State-Wide CDA Survey

The first state-wide CDA survey was recently completed in Alaska, revealing surprising information about their CDA population.

From the results, the *Anchorage Association for the Education of Young Children* gathered a much more specific profile of CDAs in terms of how much they earn, job benefits, where they work, the type of positions they hold, their professional development, whether they remain in the field after earning the Credential, and what having the CDA has meant to them.

Among the surprise results, the survey revealed that: CDAs in Alaska earn an average of $18,650 yearly; CDAs come from 60 Alaskan communities; 86% of those responding have remained in the field since earning the Credential; and the number of CDAs continuing professional development is a whopping 90%.

There are 263 CDAs in Alaska as of October 1992, the first being awarded in 1976.

The CDA survey was made possible through a grant awarded by the National Association for the Education of Young Children (*NAEYC*).

Executive Director Speaks
We've Reached Another Milestone -- 50,000 CDAs!

Carol Brunson Phillips

When a group of early childhood professionals gathered to develop the national standards that would define quality child care and set a national agenda for determining competence, the child care community embraced the ideals of the resultant credentialing program as its own.

The CDA Credentialing Program soon became the model by which early childhood education/development curriculums governed their courses, and became the impetus that spurred into existence numerous CDA training programs -- a collaboration that the early childhood community overwhelmingly approved and accepted.

Now, 20+ years later, it is this collaboration that has strengthened the CDA program's effect as a qualitative and credible system for assessing the competence of individuals who choose to invest in the lives of our nation's children. These providers have taken upon themselves the everyday challenges of meeting the specific needs of children and nurturing them in ways that encourage their physical, social, emotional, and intellectual growth.

Today, more than 50,000 individuals across the nation and abroad have joined the ranks with other child care

Continued on page 8

Field Advisors Registry Update

Continued from page 3

ment process, Registry listing is available to both CDA P_3 and Direct Assessment CDA Candidates.

Upon request, the Council will provide a Candidate with a list of Field Advisors in her/his state. The list, however, constitutes referrals, not recommendations. Candidates are responsible for contacting, interviewing, and making the final decision about selecting her/his Field Advisor.

To date, the *Council* has received 114 requests for Advisor referrals; 60 in 1992, and 53 so far in 1993. Most of these requests have come from the Eastern states.

Individuals interested in being listed on the Registry must meet eligibility requirements and submit an application and a release of information consent to the Council.

If you are interested in being listed or obtaining a listing of Field Advisors in your state, write to the *Council, Attn: Field Advisor Registry*. Please include your daytime phone number, including area code, with your request.

GCCAC Receives Funding

Continued from page 4

Under the program, GCCAC/GCCCMS will: (1) offer free workshops, seminars and/or conferences; (2) Purchase slots in workshops, seminars and conferences that caregivers may attend; (3) Award scholarships and provide tuition payments for college courses, Continuing Education Units and/or up to 120 clock hours toward CDA certification; however, they will not pay for assessment; (4) provide payment for support services (child care, meals, hotel, mileage, airplane fare, payment for substitute teacher or caregiver salary.)

New address?
Let us know.
Keep *Competence* coming to your door.

What's happening with CDA in your state? We want to hear about it. Send your information to the Council, Attn: Competence Editor.

Executive Director Speaks

Continued from page 7

professionals by successfully completing the credentialing process. Armed with a fixed determination to make a difference, these CDAs have made, and continue to make, an impact on the lives of over 1 million children.

From Head Start, preschool programs, family child care homes, home visitor services, and public school systems in some areas, these CDAs gallantly carry forth the ideals upon which the CDA National Credentialing Program was established.

The *Council* salutes these individuals who have captured the vision, accepted the challenge, and perpetuated the cause. We salute these individuals who were instrumental in helping CDA achieve the status and recognition it has today.

Watch for the fall issue of *Competence* featuring CDAs in the military.

COMPETENCE

Council for Early Childhood
Professional Recognition
1341 G Street, NW
Suite 400
Washington, DC 20005-3105
(800) 424-4310 • (202) 265-9090

JULY 1993

NON-PROFIT
ORGANIZATION
U.S. POSTAGE
PAID
WASHINGTON, DC
PERMIT NO. 1478

Child Development Associate
CDA
National Credentialing Program

COMPETENCE

News for the CDA Community

Volume 10, Number 3 November 1993

From time to time we have an opportunity to hear the story within the story of CDA by looking into the lives of our Child Development Associates.

By sharing their personal successes, triumphs, and struggles, CDAs nationwide give us a glimpse of how their lives have changed since earning the CDA Credential.

They speak candidly about their personal and professional growth. Many of them talk about how earning the CDA Credential has elevated their self-esteem, has more clearly defined their purpose in life, and has given them a sense of fulfillment.

This issue of *Competence* looks at some of the stories beyond CDA. A personal tale of triumph by one of our CDAs, and a look at CDAs on military installations reflects the impact that having the CDA Credential has made in their lives.

IN THIS ISSUE

Personal Tales of Triumph	1
Military Child Care Act	2
CDA Becomes Full Circle	4
Gunter CDC	5
Executive Director Speaks	6
Resources for Child Caring	7
Announcements	8

PS 024206

CDA Shares Personal Tales of Triumph

Terri Fuller, CDA, Hayward, Wisconsin

The Council takes great pride in its Child Development Associates. And CDAs take pride in themselves. While they strive to bring forth the best performance in child care, they also strive for the best in their personal lives. The following is a personal story of triumph by one of our CDAs, Terri Fuller, of Hayward, Wisonsin.

I came to the Child Development Associate (CDA) program quite unintentionally. Looking back, I can only begin to appreciate the Head Start program where I landed my first job as a teacher's aide. I had just moved with my husband and infant son to a rural community in northwestern Wisconsin.

This was after quite a period of personal crisis in my own life. I had tried to get back on track through education, which included three years of study in art at the University of Wisconsin.

The lead teacher I was working under at the center prodded, poked and pushed me towards the first steps of the CDA process. However, because I was very new in the community, I didn't pick my own advisor. My director picked someone to work with me along with another Head Start aide from the same district.

My advisor, Iras Humphrey, always made me feel like I was doing great, and she always left things for me to work on. Even today, she continues to be a fine friend.

After obtaining my CDA in 1983, I was promoted to lead teacher and center director. I have done much work in the field since then. I have led a nurturing support group for parents and children; worked on a six-month abuse and neglect prevention program, facilitated various in-services and workshops; and served as a CDA Advisor.

A more recent and dramatic experience began last year when I was asked to serve as a CDA Advisor for staff at the Baby Bear Daycare. Delores Belille, Center Director, had received a grant and thought that we could work together to provide CDA training through the Lac Courte Oreilles (LCO) Community College.

Nancy Merrell (Dean of Education at LCO Tribal College), Delores and I worked on a training program through which students would receive credit for 120 classroom hours as well as for field work at the LCO Reservation Head Start center.

Although we were concerned about this major commitment, fears were replaced by anticipation and rejuvenation in our centers as we worked on ideas from the group discussions and brainstorming sessions that characterized these Monday night classes.

Good things began to happen to all of us as we worked together: empower-

Continued on page 2

"There once was a bit of land with a tiny seed buried in its turf. The seed never grew. It lay dormant in a sleep of lifetimes.

You see, the bit of land was covered in old tires, batteries, and broken glass. Nothing could ever grow there. Nothing, that is, until one day some children came to play. Their mothers, wise as women who ponder tend to be, helped them clean up the bit of land, raking and sifting and crying until only the sun, rain and dew was upon it. The seed began to grow and get stronger. The more it grew, the stronger it got. The stronger it got, the more it grew...

The bit of land with the dormant seed had changed and so had the children and the people who tended it. As they all sat around a large fire one evening in their new tender garden, discussing the planting of more seeds -- but mostly enjoying the starry night -- an elder spoke. 'This is as it was in the days long ago when my grandfather was a child. Let me tell you of it now.' And as he began to tell the story, a young woman wrapped her child in a shawl and threw more wood on the fire... "

Terri Fuller

Have questions about the CDA process? Call the hotline at 1-800-424-4310.

Personal Triumph

Continued from page 1

Terri Fuller knows that experiences help children grow and develop.

ment, friendship and professional growth. We began to feel that we could change things in our centers and communities, things that had always been accepted on the reservation in particular, as sad facts of life.

For example, when asked why most of the day care schedules on the reservation had no time for outside activities, the response from staff was simply, "too dangerous." Older kids were vandalizing the equipment and fences, and the grounds were being littered with broken glass and other dangerous debris.

These women in the LCO class, now feeling very much like empowered child care advocates and professionals, took on the monumental task of developing and introducing to the community their own design for safe playgrounds.

Through both parental and tribal government involvement, these playgrounds will be built and maintained by the reservation community. In addition, a year-round activity program is being organized for the older children.

A word to those considering a CDA: Carefully choose your Advisor and find another CDA applicant to support as well as receive support from. Empower each other, even if you don't fully understand the process or the benefits. Trust that your growth process produces growth and healing in all those around you, especially children. The CDA process can be as valuable as your attitude about it.

Today, Terri Fuller is still very much involved with children. Her involvement indicates her commitment to CDA and beyond.

Military Child Care Act Paves Way for CDA-Based Training

Training Based on CDA Competency Goals and Functional Areas

In the 1980s, the House Armed Services Committee discovered startling revelations about military child development centers. Child abuse allegations were surfacing. Parents were concerned about the quality of care their children were receiving. And almost everyone on the installation was being paid more than caregivers in these centers, which led to high staff turnover rates.

In 1989 the Department of Defense (DoD) responded. They "declared war" on their own centers by creating the Military Child Care Act. It was this Act that established a military-wide, standard of operation for all child care centers in the DoD environment. It contained policies and procedures with which all branches of the military were required to comply.

It was this Act that not only raised caregiving standards to an appreciable level of excellence, but also defined the skill level required for competence and increased compensation for demonstrated competence. And it was this Act that standardized early childhood training across military branches.

The Military Child Care Act of 1989 represents the Department of Defense's overall commitment to provide a qualified and stable civilian child care workforce that renders the best possible care in their child development centers.

Because it addresses issues affecting quality caregiving, this Act singlehandedly upgraded the standard of care given at these centers.

Training requirements for caregivers, adequate compensation linked with demonstrated competence and professional development, accreditation of centers, and unannounced inspections of centers are major provisions included in the Act.

It was the training provisions, however, that led to the CDA Credentialing Program's tie-in to the military. Under regulations set in motion by the Act, training is mandatory for all child care employees working in military child development centers.

Specifically, the Act states that the "*Secretary of Defense shall establish and prescribe regulations to implement a training program for child care employees*", and that "*satisfactory completion of the training program shall be a condition of employment of any person as a child care employee.*"

According to regulations, the training program must include: early childhood development; activities and disciplinary techniques appropriate to children of different ages; child abuse prevention and detection; and cardiopulmonary resuscitation and other medical procedures.

Because the CDA National Credentialing Program is competency-based and already provided much of what the Department of Defense needed in the form of early childhood training, the resulting 13-module, competency-based training program was designed around the CDA Competency Goals and Functional Areas. All branches of the military use these modules in their training. Additional modules were designed to cover child abuse prevention.

Whether it's Army, Navy, Marine Corps, or Air Force, all caregivers must complete the same modular training program. As they reach different levels in training, caregivers automatically receive promotions and pay raises.

Although the mandatory training program is based on the CDA program, caregivers who complete the training do not automatically receive the CDA Credential. They must complete the assessment process through the *Council for Early Childhood Professional Recognition*. However, they are encouraged to do so because it would allow them to progress beyond the target level, if an opportunity becomes available, and it would increase compensation and their level of responsibility.

To date, there are nearly 500 CDAs on military installations throughout the U.S. and abroad.

Competence is published three times a year by the Council for Early Childhood Professional Recognition, the organization that administers a nationally recognized credentialing program for caregivers and that awards the Child Development Associate (CDA) Credential.

Articles in Competence may be reprinted without permission; however, the following information must be cited with the reprinted material: "Reprinted from *Competence* (volume number and issue), a publication of the Council for Early Childhood Professional Recognition."

Dr. Carol Brunson Phillips is the Executive Director of the Council; Patricia A. Brown is the editor of *Competence*.

CDA Becomes Full Circle for Curriculum Specialist at Air Force Academy Child Development Center

For Robin Lauser, becoming a CDA was just the beginning. But it was just the beginning she needed to solidify her choice for what would perhaps become a lifetime career of caring for children.

Lauser, a Curriculum Specialist at the U.S. Air Force Academy Child Development Center, started in early childhood education by working in a day care center in 1981. While there, the director of the center encouraged her to obtain the CDA Credential.

Heeding the advice she was given, Robin began working on her CDA under the Bank Street College plan. She attended classes at Honolulu Community College and was assigned to Eva Moravacik, an Advisor she felt made such a difference in her efforts.

"She had very high standards", Lauser said. "She demanded a lot from me, and challenged me to be the best that I could be."

Lauser was awarded the CDA Credential with a preschool endorsement in December 1983. From there she went on to become the director of a small private day care center which eventually closed for lack of enrollment.

Not one to be easily hindered, Lauser became the director of another center in Hawaii, and assisted the center in obtaining the required accreditation.

In 1987, Lauser received a Bachelor's degree in Elementary Education from the University of Hawai, after which she taught for three more years.

Even after moving to Colorado, Lauser's achievements continued an upward climb. She began at the Air Force Academy at the CD-4 level, which requires either a CDA or 30 hours in early childhood education. After three months in the classroom, she became a part-day enrichment coordinator, someone who ensures that the preschool program is running effectively.

For Robin Lauser, allowing children to accomplish the tasks they set out to do is important part of her role as a CDA.

In July 1991 she became a Training/Curriculum Specialist. She was responsible for reviewing the center's curriculum to make sure it was developmentally appropriate for the children. As a trainer, she has assisted over 50 caregivers in completing the Air Force's mandatory CDA-based training program.

Lauser was also instrumental in developing an integrated special needs program in compliance with the American Disabilities Act to serve children with special needs. She developed individual needs plans for the children and trained center staff to work with them. She also coordinated the center's efforts with the school district's plans for providing services to the special needs children.

In January 1994, Lauser will begin work on her Master's degree in Early Childhood Education.

Looking at all of her accomplishments over the years, Lauser credits CDA with many of them; in particular, the high point she has now reached in her career. She said that CDA has been invaluable to her personally, as well as to the staff. It was instrumental in her moving into her current position, and has raised the quality of caregiving by center staff. Additionally, incoming staff are more qualified now.

"It all started with a CDA trainer/advisor who expected me to give my all and be the best that I could be for myself and the children in my care," Lauser said.

"She was a role model second to none and never stopped believing in me. If I can give back a small fraction of what I have been so fortunate to have received, then maybe I will have begun to pay back the early childhood education community, which has done so much to nurture and encourage me to grow professionally."

Gunter Child Development Center Training Program Enhances Caregiving Skills

Just like the other branches of the military, the Air Force has been influenced by the Military Child Care Act. According to Andy Hayes, Curriculum Specialist at the Gunter Child Development Center located on Gunter Air Force Base, they too follow the training requirements mandated by this Act.

The Air Force's response to the training requirement is Program Assistant Certification Training (PACT) program. Caregivers in PACT reach target levels by completing CDA-based training.

The 15 modules are based on the CDA Competency goals and Functional Areas, and child abuse prevention..

Hayes said that all caregivers at Gunter must complete the PACT in order to reach the target level of CD-3. At this level, the caregiver has received enough training to qualify for the CDA. However, to receive the CDA Credential, the caregiver must complete the assessment process through the Council.

A caregiver who obtains the CDA or an associate degree is then qualified for the next level, CD-4. A person at this level becomes a room leader and is able to write lesson plans.

Beyond the CD-4 level is the CD-5. Someone at this level qualifies for supervisor responsibilities.

Although all of the caregivers at Gunter have completed the training program, three of them have gone on to obtain the CDA Credential. Hayes said that the CDA should be a minimum requirement for people who work with children. He added that CDAs seem to be very motivated and their interactions with children are more developmentally appropriate.

Gunter is under the Maxwell Air Force Base Command in Montgomery, Alabama.

Consuelo Gunn has been an infant/toddler caregiver at the Gunter Child Development Center for six years. She was awarded the CDA Credential in September 1993.

Hattie McMillan received her preschool-endorsed CDA Credential in July 1992. She is a room leader at the Gunter Child Development Center.

Executive Director Speaks

120 Clock Hour Training Requirement: Why?

Carol Brunson Phillips

To date, the Council has been asked more questions about the 120 clock hour requirement than any other element in the new CDA assessment system. Hopefully, this article answers some of the "why" questions.

While the Council is hard at work enhancing the status and recognition of the CDA Credential, the early care and education profession is in the midst of creating a vision for its own professional status.

One feature shared by both the Direct Assessment route to credentialing and the professional developmental movement, is an emphasis on formal education.

There is general agreement within the profession that the expertise it takes to provide a nurturing environment for young children is *acquired through training*.

This training takes place in many forms; but where it is most effective, is where there is an organized *process* as well as an organized content. In other words, to present information is not enough. The structure and format of training must help students make meaningful connections among various experiences, in order to integrate and transform discrete experiences into knowledge and skill.

It is in support of this concept that the Council encourages CDA applicants to participate in "formal education."

In addition to presenting the necessary knowledge base formal education programs are designed to provide guidance and feedback that help students make these important connections that transform how they think about children and interact with them.

Perhaps the language we use in the requirement is misleading. One hundred twenty clock hours makes it seem as if we think the *amount of time* spent in training is most important. Or the fact that we name specific content areas seems like we think covering certain *subjects* is most important.

What really matters is that we are encouraging an early care and education preparation *system* where entry level personnel can make connections between the information they learn in the first hour of training and the 120th hour; between what they learn in content area *one* and content area *eight*; between theory and practice; between who they are today and who they will be in the future.

So, when we say **"attendance at conference workshops does not count"**, it is the *workshop as a discrete experience* that we are discouraging. Instead, for entry level personnel, we would rather promote their participation with persons and organizations responsible for overseeing the vital links they must make *between ideas* as they build their professional expertise.

Organization Uses Conference Workshops to Meet Training Requirements

The strategies developed by the Michigan Community Coordinated Child Care (4C) Association make including workshop attendance consistent with the intent of the Council's formal training policy.

The Michigan 4C Association's approach supports the need for structured, comprehensive early childhood education while recognizing the value of conferences as training resources, especially in rural areas.

They have developed a plan to allow conferences to be utilized in much the same way as are field trips for children.

Just as goals for these trips are centered around helping children relate what is learned to their present and future experiences, for CDA Candidates, workshop experiences integrated in a meaningful way can maximize their effectiveness.

Under the Michigan 4C plan, CDA Candidates wishing to count conference workshops toward the 120-hour formal education requirement meet with their trainers to develop personalized plans for conference attendance based on their needs to supplement their formal education.

After conference attendance, Candidates meet with their trainers to review what they have learned and to help integrate this learning with knowledge gained from formal settings. Follow-up plans are developed to help Candidates apply the new information to their child care settings. Trainers verify attendance, schedule review sessions, and supervise the development of follow-up plans.

This provides the overarching structure that is usually missing when Candidates accumulate 120 hours of training by attending conference workshops without integrating them into a larger educational plan.

continued on page 7

Lake County Head Start Yields 100 CDAs in 14-year period

Lake County (Illinois) remains strong in CDA representation as they celebrate reaching 100 Child Development Associates.

Cassandra Robinzine is the 100th Lake County Head Start teacher to earn the CDA Credential since 1979.

While many of the 100 CDAs are still in the Lake County program, some are working in other preschool locations.

Among those who make up this population are: five bilingual CDAs; three men, one of whom was a home visitor; three mother-daughter combinations; and one mother-son combination.

As Lake County begins their second set of 100 teachers, their commitment to CDA remains strong.

Direct Assessment Packets Now Available in Spanish

Preschool, *Infant/Toddler*, and *Home Visitor* Direct Assessment Packets are now available in Spanish. The $15.00 packets include the same information as the English versions, and can be purchased directly from the Council.

Training Requirements
continued from page 6

For further information about this approach, contact Margaret Crawley, Michigan 4C Association, 2875 Northwind Dr., Suite 200, East Lansing, MI 48823, (517) 351-4171.

Have an interesting story about how becoming a CDA has changed your life? Write us. We'd like to hear from you. Send your information to: Competence, attn: Pat Brown.

Resources for Child Caring Sponsors Candidates for CDA

Bottom L-R: Eileen Johnson, Denise Abbott, Cindy Jenco. Top L-R: Alyce Lundell, Linda Wilson, Bob Nonnemacher, Sandra Byrd, and Sharma Grahm.

Resources for Child Caring, a referral and resource agency in St. Paul, Minnesota, recently feted 10 Candidates who completed the CDA credentialing process.

Sponsored by the agency, Candidates received support that enabled them to meet the requirements for assessment.

As such, the agency assigned an Advisor to each Candidate, and provided classes based on the CDA Competency Goals and Functional Areas to meet the 120-clock hour (training) requirement.

A "Resource File Development" class to help Candidates complete their Professional Resource Files was provided as well.

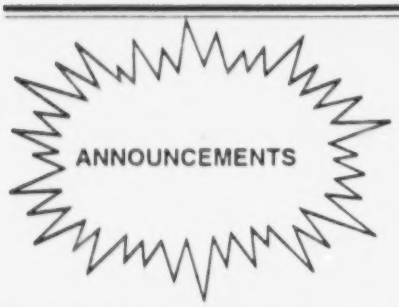
Other requirements, the *Oral Interview* and *Early Childhood Studies Review* were administered on-site.

Mickey Henry, Career Guidance Coordinator at the agency, says that the Candidates were very excited and proud of their achievements. One Candidate, she says, reports receiving something from each class. "Everyone who has completed the credentialing process has been promoted and has received a pay raise."

Each Candidate received a membership to the Minnesota Association for the Education of Young Children (MNAEYC), as well as registration for the 1993 MNAEYC fall conference.

The 10 Candidates are from private day care centers and nursery schools. They are: *Denise Abbott, Sandra Byrd, Tanna Davis, Sharma Graham, Cindy Jenco, Eileen Johnson, Alyce Lundell, Bob Nonnemacher , Laura Opdahl, and Linda Wilson.*

This is the third year that Resources for Child Caring has received a state grant to sponsor Candidates for the CDA National Credentiaing Program.



Parent Talk Series Available

Currently available on audio and video cassette is Parent Talk, a series of practical tips, suggestions and solutions to parenting problems based on the questions most asked by today's parents.

The Parent Talk Cassettes are recommended as parenting resources by the National PTA, The Family Resource Coalition, and The National Head Start Resource Bulletin.

Evelyn Petersen, B.S., M.A., an award-winning columnist, speaker, university teacher, Head Start trainer and family consultant, is the creator behind the series.

Drawing on her 30 years of experience as an early childhood educator and as a parent, both her staff training and her audio and video cassette segments include personal anecdotes and give professional, hands-on, nuts and bolts advice.

For further information, call 1-800-748-0213.

Second Edition of *Developmentally Appropriate Practice in School-Age Child Care Programs* Released

The second edition of ***Developmentally Appropriate Practice in School- Age Child Care Programs*** is now available.

The publication provides seven principles of quality care for school aged children and also explains how to implement those principles. The program provides planning and assessment tools for child care providers, educators and consultants in school-age curriculum.

The manual is a follow- up of the first edition which was used nationwide for program planning and assessment tools in areas such as: parent involvement, guidance and discipline, staff performance and interaction, and environmental improvement.

According to Richard Scofield, Child Development Specialist and publisher of School- Age Notes : " This resource gives a clear picture of what to do and what not to do to implement good developmental practices. It's a great tool for both new and experienced staff."

Book orders may be placed through Kendall/ Hunt by calling 1-800-228-0810, or by FAX at 1-800-346-2377.

***Better Baby Care* for Family Day Care Providers Available in Spanish**

Mejor Cuidado Infantil: Un Libro para Proveedoras de Cuidado para Niños en el Hogar, the Spanish edition of *Better Baby Care: A Book for Family Day Care Providers* (revised) is now available from the Children's Foundation.

This book, especially for training Spanish-speaking family child care providers, is also adaptable for parenting classes and day care personnel.

It contains easy-to-read descriptions of the growth of infants and toddlers, and encourages and illustrates developmentally appropriate practices for children aged birth -2 years old.

Also included is information on health, nutrition, safety, and parent- provider communications, as well as business practices for family child care providers with sample forms.

To order, send $19.95 + $3.00 shipping and handling, to: The Children's Foundation, 725 Fifteenth Street, NW, Suite 505, Washington, DC 20005-2109.

Moved? Let us know. Keep *Competence* coming to your door.

COMPETENCE

Council for Early Childhood
Professional Recognition
1341 G Street. NW
Suite 400
Washington, DC 20005-3105
(800) 424-4310 • (202) 265-9090

NOVEMBER 1993

NON-PROFIT
ORGANIZATION
U.S. POSTAGE
PAID
WASHINGTON, DC
PERMIT NO. 1478